[=]LTA
LiveTextAccess

UNIT 2

Elements 1 to 3

TRAINER'S GUIDE

LTA TRAINER'S GUIDE: UNIT 2

Linguistic Competence

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	Scuola Superiore per Mediatori Linguistici
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	Velotype
	SUB-TI Access
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	ZDF Digital

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Dissemination level

Abbreviation	Level	X
PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium	

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Validation

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Table of contents

1   Why a Trainer's Guide

LTA Trainer's Guides aim to provide prospective trainers with an overview of a training unit and to support them by the design and delivery of their own trainings.

The LTA Curriculum provides you with an overview of the training for each of the 6 Units:

- Unit 1. Understanding accessibility
- Unit 2. Linguistic competence
- Unit 3. IT competence
- Unit 4. Entrepreneurship and Service competence
- Unit 5. Respeaking
- Unit 6. Velotyping

All LTA Trainer's Guides are grounded on the rationale behind the LTA curriculum and build upon the three elements of the pedagogical framework which was developed as part of Intellectual Output 2 by Carlo Eugeni[1] (SSML Pisa, Intersteno):

1   Aims and objectives

2   Training and learning methods

3   Assessment

In brief, training needs to be contextualised and adapted to the type of training institution, vocational or academic, and type of trainee. Learning outcomes (LO) should be used to describe the knowledge, skills, and abilities that trainees should have acquired by the completion of a unit and a course. Lastly, training should follow a clear progression which, together with suitable training tasks and assessment tools, will enable trainers and trainees to monitor their achievements along the learning process.

All documents related to LTA training (Trainers' Guides and training materials) can be downloaded at www.ltaproject.eu. If you have any difficulties or would like to share with us your experience with the materials, please contact the project leader rocio.bernabe@sdi-muenchen.de.

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[1] Contact person: IO2 leader: carloeugeni@gmail.com
The full IO2 report is accessible here: https://ltaproject.eu/?page_id=2989

2   Overview of Unit 2

This section includes general information about how to organise the training process as well as descriptions of the unit structure and contents, learning outcomes to be achieved, available training resources, tasks and their keys, where necessary.

The recommendations, workload, and resources provided in this section pertain to the design of a 30 ECTS course as described in the LTA Course video and the videos about the Respeaking track and the Velotyping track. https://ltaproject.eu/

2.1   Aims

On completion of this unit, trainees will have acquired the necessary knowledge and skills to simultaneously listen to speakers, produce subtitles according to the needs of the target audience, and check the quality of the subtitles. Trainees will first learn three basic concepts about functionality, namely: accuracy, readability, and legibility. Second, they will learn strategies to acquire and develop specific thematic knowledge. Finally, they will learn basic principles on how to cope with speech-related challenges by applying Plain Language strategies such as reformulation, condensation, and omission. These will help trainees to adjust delay, especially in TV working contexts.

The table below provides an overview of the unit structure and requisites.

Table 3: Overview Unit 2

Name	Linguistic Competence
ECTS/ECVETS	9
N. of Element	3
Level of difficulty	**Beginner's level** Learning outcomes in element 1 **Intermediate level** Learning outcomes in element 2 **Advanced level** Learning outcomes in element 3
Workload	225 hours (81 class hours and 144 self-study)

Requirements	Excellent command of written and spoken language, in line with C2 level of the Common European Framework of Reference for Languages.
	Learners must have successfully completed Unit 1 Understanding Accessibility.
Name of the Elements	E1. Functionality: Accuracy, readability and legibility
	E2. Strategies to acquire and develop specific thematic knowledge
	E3. How to cope with speech-related challenges
When to teach Unit 2	Unit 2 provides basic skills to trainees to simultaneously listen to speakers, produce intralingual subtitles in real-time and check the quality of the subtitles produced.
	LTA partners recommend trainers to teach Unit 2 at an early stage of the training after completing Unit 1: Understanding Accessibility. Unit 2 is a combination of theory and practice which is close related to the Respeaking and Velotype techniques, we recommend combining it with some practical exercises from Units 5 or 6 (Respeaking and Velotype).

2.2   Learning outcomes

On completion of the unit, trainees should be able to demonstrate knowledge and skills in each of the three units:

- Element 1: Functionality: Accuracy, readability and legibility
- Element 2: Strategies to acquire and develop specific thematic knowledge
- Element 3: How to cope with speech-related challenges

The knowledge, skills, and abilities to be acquired are stated below as learning outcomes (LO).

Element 1: Learning outcomes (LO)

LO 1. Produce accurate transcriptions in terms of spelling, grammar and meaning.

LO 2. Identify when non-verbal elements need to be described for each working context.

LO 3. Produce legible and readable transcriptions both while creating the transcripts and after the live situation by applying readability and legibility indicators.

Element 2: Learning outcomes (LO)

LO 1. Search terminology, identify reliable sources, manage the terminology, and implement it in real-time working situations.

LO 2. Generate specific glossaries according to the topic of the real-time job and implement them according to the techniques by creating shortcuts.

LO 3. Generate specific glossaries according to the topic of the real-time job and implement them according to the techniques by creating shortcuts.

Element 3: Learning outcomes (LO)

1. Identify speech-related challenges when producing verbatim and sensatim subtitling in compliance with readability standards and when exit strategies (e.g. reformulation) are called for.

2. Simplify the structure of a text by for readability reasons due to complex structures by applying Plain Language strategies.

3. Adjust delay by means of simplification according to the working context, particularly in TV working contexts (due to standards and guidelines).

2.3 Training contents

The table below provides an overview of the training

Table 4: Training contents for Unit 2

Element	Content
Functionality: Accuracy, readability and legibility	• Definition of the term "accuracy" in real-time intralingual subtitling (RIS) • Real-time subtitling techniques • *Verbatim* and *sensatim* subtitles • Main limitations in *real-time* intralingual subtitling • Accuracy key areas • Editing skills in Real-time Intralingual Subtitling (RIS) • Accuracy assessment models (NER and IRA models) to measure the quality of the subtitles • Non-verbal elements identification in RIS

Element	Content
	o Speaker identification o Paralinguistic features o Music

Strategies to acquire and develop specific thematic knowledge	• Terminology preparation, implementation, and management in RIS overview
	 • Glossary preparation
	 • Terminology preparation management and implementation in different working contexts:
	     o Parliament
	     o Conferences
	     o TV broadcast
	     o Live events and film festivals

How to cope with speech-related challenges	• Real-time intralingual subtitling and Simultaneous Interpreting • Exit strategies in RIS • Readability standards • Accessible communication • Recommendations for text simplification • Plain Language strategies in RIS • Delay in RIS • Delay in TV working contexts • Text simplification in RIS • Standards and guidelines in RIS

2.4   Training and learning methods

- Lectures to introduction theory and concepts
- Discussions based on research articles, project, etc.
- Interviews with professionals and experts
- Implementation of standards and guidelines
- Analysis of existing recordings
- Practical exercises to apply the theory

3 Unit 2: recommended materials for trainers

LTA units include:

1   LTA materials which are fully accessible for trainees with and without disabilities; and

2   Training materials created by external authors or institutions.

For copyright reasons, we kindly ask prospective trainers not to modify the provided training materials without the expressed written consent of the authors and to always cite the source.

3.1 Types of material

Each LTA unit provides different types of training materials (e.g. core videos[2], recommended readings, tasks, assessments). Though the number and nature may vary depending on the course all units include:

- Class-work material: core material to be used "in the class" (be it physical or virtual) by trainers to achieve an LO;

- Self-study material: material to be used outside classes by the trainees to further develop an LO;

- Accompanying material: subtitles in .SRT format, presentations in .PPT format, transcripts in .PDF format and other materials created during the LTA project;

- Suggested readings: websites, academic papers, laws, etc. providing information which can be useful in diverse settings and contexts, though not essential to acquire an LO;

- Tasks: material especially created by LTA partners or made available by third parties to be able and accomplish a technique-specific or general LO.

- Tests: material used to both assess one's background and achieved results after a Unit/Element and after the full course.

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[2] All LTA videos are subtitled in English and available at the LTA YouTube channel:
https://www.youtube.com/channel/UCW4Tp6hLEG8dty1KJTNMP0Q/featured.

3.2   Element 1: Functionality: Accuracy, readability and legibility

For training this element we suggest the following materials.

1   LTA Video lecture and Presentation: Accuracy

WHAT: Definition of the term accuracy.

WHY: This video lecture explains the concept of accuracy and how it applies to real-time intralingual subtitling practices depending on a) technique used (respeaking and fast typing technique) and b) type of output text (sensatim vs verbatim). It also highlights the problem of time constraints.

WHERE: Classroom or self-study

DURATION: ca. 8 minutes.

WHO: Universitat Autònoma de Barcelona

2   LTA Video lecture and Presentation: Verbatim versus sensatim subtitles

WHAT: This video lecture provides a definition of the terms verbatim and sensatim subtitles and how they relate to the real-time intralingual subtitling practice.

WHY: Carlo Eugeni provides an extensive definition of the concepts verbatim and sensatim subtitles and how they relate to the real-time intralingual subtitling practice.

WHERE: Classroom or self-study

DURATION: ca. 6 minutes.

WHO: Universitat Autònoma de Barcelona and Scuola Superiore per Mediatori Linguistici

3   LTA Video lecture and Presentation: Non-verbal elements

WHAT: Identify non-verbal elements.

WHY: This video lecture provides basic guidelines on how to identify non-verbal elements in different real-time intralingual subtitling working contexts.

WHERE: Classroom or self-study

DURATION: ca. 9 minutes.

WHO: Universitat Autònoma de Barcelona

4 LTA Video lecture and Presentation: Accuracy assessment models

WHAT: Definition of the most used accuracy assessment models specially in TV working contexts.

WHY: This video lecture explains the different accuracy assessment models that are currently used in real-time intralingual subtitling practices.

WHERE: Classroom or self-study

DURATION: ca. 10 minutes.

WHO: Universitat Autònoma de Barcelona

5 LTA Video lecture and Presentation: Accuracy assessment models (NER and IRA)

WHAT: NER and IRA accuracy assessment models.

WHY: Carlo Eugeni explains the main differences between the NER and IRA accuracy assessment models.

WHERE: Classroom or self-study

DURATION: ca. 5 minutes.

WHO: Universitat Autònoma de Barcelona and Scuola Superiore per Mediatori Linguistici

6 Accuracy rate in Live Subtitling – the NER model

http://captiontest.com/roehampton%20NER-English.pdf

WHAT: Accuracy rate in Live Subtitling – the NER model

WHY: This academic paper provides an explanation on how to incorporate an assessment process to measure accuracy rate of live subtitles.

WHERE: Classroom or self-study

DURATION: 12 pages

WHO: Pablo Romero-Fresco and Juan Martínez

7 Subtitle respeaking. A new skill for a new age

http://www.intralinea.org/specials/article/Subtitle_respeaking

WHAT: Subtitle respeaking. A new skill for a new age

WHY: This academic paper provides an inside of the main challenges and constraints that real-time intralingual subtitlers face in their working contexts. It also provides a description of the different systems used.

WHERE: Classroom or self-study

DURATION: 5 pages

WHO: Andrew Lambourne

8 Respeaking the TV for the Deaf For a Real Special Needs-Oriented Subtitling

https://ltaproject.eu/wp-content/uploads/2019/06/Eugeni_C.-2008_Respeaking-the-TV-for-the-Deaf-For-a-Real-Special-Needs-Oriented-Subtitling.pdf

WHAT: Respeaking for the TV with a focus on user needs.

WHY: This academic paper explains the concept of accuracy and how it applies in real-time intralingual subtitling practices depending on a) technique used (respeaking and fast typing techniques) and b) type of output text (sensatim vs verbatim). It also highlights the problem of time constraints.

WHERE: Classroom or self-study

DURATION: 11 pages.

WHO: Carlo Eugeni

9 10 fallacies about Subtitling for the d/Deaf and the hard of hearing

http://www.jostrans.org/issue10/art_neves.php

WHAT: 10 fallacies about Subtitling for the d/Deaf and the hard of hearing.

WHY: This academic paper explains how SDH must also be seen as an umbrella term which encompasses quite distinct outputs which will be determined by criteria such as the linguistic transfer (intralingual or interlingual subtitling) or the time of preparation (pre-prepared, live or real-time subtitling), only to name two of the most significant distinguishing traits.

WHERE: Classroom or self-study

DURATION: 15 pages

WHO: Joselia Nieves (JosTrans)

10 Captioning and Subtitling for d/Deaf and Hard of Hearing Audiences

https://discovery.ucl.ac.uk/id/eprint/10117831/1/Captioning-and-Subtitling-for-Deaf-and-Hard-of-Hearing-Audiences.pdf

WHAT: Captioning and Subtitling for d/Deaf and Hard of Hearing Audiences.

WHY: This book provides an overview of the captioning and subtitling for d/Deaf and Hard of Hearing audiences with a specific chapters on live subtitling in different working contexts. It also provides a definition of the audiences and models of deafness and disabilities.

WHERE: Classroom or self-study

DURATION: 178 pages

WHO: Soledad Zárate (UCL Press: London)

11 Caption Quality: International Approaches to Standards and Measurements

http://www.mediaaccess.org.au/sites/default/files/files/MAA_CaptionQuality-Whitepaper.pdf

WHAT: Caption quality an international overview to standards and measurements

WHY: This report provides a snapshot of some of the caption quality standards which are currently in place around the world, and evaluates the models which have been developed to measure quality.

WHERE: Classroom or self-study

DURATION: 28 pages

WHO: Media Access Australia

12 Measuring live subtitling quality: Results from the fourth sampling exercise

https://www.ofcom.org.uk/__data/assets/pdf_file/0011/41114/qos_4th_report.pdf

WHAT: Measuring live subtitling quality.

WHY: This document is the last of four reports on the quality of live subtitling of British television programmes, based on samples drawn from live-subtitled programming broadcast in April and May 2015 by the BBC, ITV, Channel 4, Channel 5 and Sky. In addition to setting out the results of measurements of accuracy, latency and speed for the samples, the report sets out the next steps that Ofcom intends to take. This includes research on how subtitle users would prefer trade-offs to be addressed.

WHERE: Classroom or self-study

DURATION: 32 pages

WHO: OFCOM

13 ITC Guidance on Standards for Subtitling

http://sign-dialog.de/wp-content/richtlinien_199902_england.pdf

WHAT: Guidelines on standards to be considered when providing "close" subtitles.

WHY: This document provides guidance on the technical standards which are to be attained in the production and presentation of "closed" subtitles.

WHERE: Classroom or self-study

DURATION: 29 pages.

WHO: Independent Television Commission (ITC)

14 BBC Subtitles Guidelines

https://bbc.github.io/subtitle-guidelines/

WHAT: BBC Subtitles Guidelines

WHY: Provide an inside about how readability and legibility apply to TV broadcast working context

WHERE: Self-study

DURATION: online document ca. 100 pages

WHO: BBC

15 Audiovisual Media Service Directive Toolkit for Transposition

https://www.efhoh.org/wp-content/uploads/2020/02/EDF-Audiovisual-Media-Services-Directive-Toolkit.pdf

WHAT: Audiovisual Media Service Directive Toolkit for Transposition

WHY: Report which provides an overview of the European legal framework regarding the implementation and transposition of the Audiovisual Media Service Directive across the different European countries.

WHERE: Classroom or self-study

DURATION: 35 pages

WHO: European Disability Forum

3.3 Element 2: Strategies to acquire and develop specific thematic knowledge

For training this element we suggest the following materials:

16 LTA Video lecture and Presentation: Terminology management and implementation

WHAT: Terminology management and implementation

WHY: This video lecture provides basic principles on how to search terminology, identify reliable sources, manage the terminology, and implement it in real-time working situations are presented.

WHERE: Classroom or self-study

DURATION: ca. 11 minutes.

WHO: Universitat Autònoma de Barcelona

17 LTA Video lecture and Presentation: Terminology management overview

WHAT: Overview on how real time intralingual subtitlers manage terminology issues in their working contexts.

WHY: Carlo Eugeni explains the main challenges that real-time intralingual subtitlers face when managing terminology issues, with special mention to parliamentary assemblies.

WHERE: Classroom or self-study

DURATION: ca. 7 minutes.

WHO: Universitat Autònoma de Barcelona and Scuola Superiore per Mediatori Linguistici

18 LTA Video lecture and Presentation: Terminology management and implementation in Parliament

WHAT: Terminology management and implementation in the Parliament working context.

WHY: Danilo Menghi explains how real-time intralingual subtitlers manage and implement terminology in parliamentary assemblies.

WHERE: Classroom or self-study

DURATION: ca. 5 minutes.

WHO: Universitat Autònoma de Barcelona and Scuola Superiore per Mediatori Linguistici

19 LTA Video lecture and Presentation: Terminology management and implementation in TV

WHAT: Terminology management and implementation in the TV working context.

WHY: Katharina Wiesemann explains how real-time intralingual subtitlers manage and implement terminology in the TV working context.

WHERE: Classroom or self-study

DURATION: ca. 6 minutes.

WHO: Universitat Autònoma de Barcelona and ZDF Digital

20 LTA Video lecture and Presentation: Terminology management and implementation in the conference working context

WHAT: Terminology management and implementation in the conference working context.

WHY: Wim Gerbecks explains how real-time intralingual subtitlers manage and implement terminology in the conference working context.

WHERE: Classroom or self-study

DURATION: ca. 5 minutes.

WHO: Universitat Autònoma de Barcelona and Velotype

21 LTA Video lecture and Presentation: Terminology management and implementation in the conference working context

WHAT: Terminology management and implementation in cultural events.

WHY: Enrico Pligliacampo explains how real-time intralingual subtitlers manage and implement terminology in live events related to culture such as film festivals.

WHERE: Classroom or self-study

DURATION: ca. 7 minutes.

WHO: Universitat Autònoma de Barcelona and SUBTI

22 The role of advance preparation in simultaneous interpreting: A comparison of professional interpreters and interpreting students

https://www.jbe-platform.com/content/journals/10.1075/intp.17.1.01dia

WHAT: A look at Terminology Adapted to the Requirements of Interpretation

WHY: This academic article reports an experimental study to assess the effect of advance preparation on simultaneous interpreting of specialized speeches, comparing seven professional interpreters and sixteen interpreting students.

WHERE: Classroom

DURATION: 25 pages

WHO: Stephanie Díaz-Galaz, Presentación Padilla and María Teresa Bajo.

23 Practical guide for professional conference interpreters

https://aiic.org/document/547/AIICWebzine_Apr2004_2_Practical_guide_for_professional_conference_interpreters_EN.pdf

WHAT: Practical guide for professional conference interpreters

WHY: This guide provides basic principles for conference interpreters on how to prepare terminology in advance. This principles can be applied to real-time intralingual subtitlers.

WHERE: Classroom or self-study

DURATION: 21 pages

WHO: International Association of Conference Interpreters (AIIC)

24 A look at Terminology Adapted to the Requirements of Interpretation

https://www.btb.termiumplus.gc.ca/tpv2guides/guides/favart/index-fra.html?lang=fra&lettr=indx_titls&page=9oHAHvmFzkgE.html

WHAT: A look at Terminology Adapted to the Requirements of Interpretation

WHY: This paper provides an overview of the main terminology problems that interpreters encounter when performing their job. The problems arise during the various work phases in the interpreters' booth: first in the listening and analysis phase, then in the message reconstruction phase. These problems can be applied to real-time intralingual subtitlers.

WHERE: Classroom or self-study

DURATION: 21 pages

WHO: Nadia Rodríguez and Bettina Schnell

<http://www.ltaproject.eu/>

25 Translation 101 What is terminology management?

https://www.sdltrados.com/solutions/terminology-management/translation-101-what-is-terminology-management.html

WHAT: Translation 101 What is terminology management?

WHY: Understand the importance of terminology management which will help professionals to achieve effective and accurate databases by organizing these terms with a clear set of rules for their usage.

WHERE: Classroom or self-study

DURATION: ca. 11 min

WHO: SDL Trados

3.4   Element 3: How to cope with speech-related challenges

For training this element we suggest the following materials.

26 LTA Video lecture and Presentation: Listening and speaking

WHAT: Listening and speaking

WHY: This video lecture explains how to identify speech-related challenges when producing verbatim and sensatim subtitles, apply exit strategies when necessary, comply with readability standards.

WHERE: Classroom or self-study

DURATION: 15 minutes.

WHO: Universitat Autònoma de Barcelona

27 LTA Video lecture and Presentation: Plain Language

WHAT: The use of Plain Language in real-time intralingual subtitling practices

WHY: This video lecture describes the concepts of accessible communication and Plain Language, provides recommendations for text simplification in line with current Easy and Plain Language guidelines.

WHERE: Classroom or self-study

DURATION: 9 minutes.

WHO: Universitat Autònoma de Barcelona

28   LTA Video lecture and Presentation: Adjust delay

WHAT: Adjust delay in real-time intralingual subtitling practices with special attention to TV working contexts.

WHY: This video lecture explains how to adjust delays by means of simplification and by applying existing standards and guidelines, particularly in TV working contexts.

WHERE: Classroom or self-study

DURATION: 12 minutes.

WHO: Universitat Autònoma de Barcelona

29   A practical proposal for the training of respeakers

https://www.jostrans.org/issue10/art_arumi.pdf

WHAT: A practical proposal for the training of respeakers

WHY: In this paper respeaking is presented, described and compared to subtitling and interpreting. Then, a full account is given of the skills required for a respeaker, whether they are to be obtained from subtitling, interpreting or specifically from respeaking. Finally, a practical proposal for the training of respeakers is put forward by way of practical exercises geared at providing students with the required skills.

WHERE: Classroom or self-study

DURATION: 22 pages

WHO: Marta Arumí-Ribas and Pablo Romero-Fresco (Jostrans)

30   Teaching respeaking to conference interpreters

https://www.intersteno.it/materiale/ComitScientifico/EducationCommittee/Russello2010Teaching%20Respeaking%20to%20Conference%20Interpreters.pdf

WHAT: Teaching respeaking to conference interpreters

WHY: This article offers a comprehensive overview of all the skills required for respeaking and proposes a wide variety of practical exercises to provide students with such skills

WHERE: Classroom or self-study

DURATION: 14 pages

WHO: Claudio Russello (Intersteno)

31 Introduzione al rispeakeraggio televisivo

http://www.intralinea.org/specials/article/Introduzione_al_rispeakeraggio_televisivo

WHAT: Introduction to respeaking in the TV working context.

WHY: Academic paper in Italian language presenting an introduction about respeaking in the TV working context with mention to the different aspects involved in the process.

WHERE: Classroom or self-study

DURATION: ca. 10 pages

WHO: Carlo Eugeni (Intralinea)

32 Process Model for Simultaneous Interpreting and Working Memory

https://www.erudit.org/en/journals/meta/1900-v1-n1-meta881/011015ar/

WHAT: Process Model for Simultaneous Interpreting and Working Memory

WHY: This academic paper combines interpreting studies with working memory research and propose a theoretical framework for the process model of simultaneous interpreting.

WHERE: Classroom or self-study

DURATION: 13 pages

WHO: Akira Mizuno (Erudit)

33 Live Subtitling with Speech Recognition: Causes and Consequences of Text Reduction

https://ideas.repec.org/p/ant/wpaper/2010010.html

WHAT: Live Subtitling with Speech Recognition: Causes and Consequences of Text Reduction

WHY: This academic paper explains the causes and consequences of text reduction in a live subtitling context. Three excerpts of an infotainment talk show were subtitled by twelve respeakers of the Flemish public television.

WHERE: Classroom or self-study

DURATION: 36 pages

WHO: Luuk Van Waes, Mariëlle Leitjen and Aline Remael

34 Human-Computer Interaction in Diamesic Translation. Multilingual Live Subtitling

https://ideas.repec.org/p/ant/wpaper/2010010.html

WHAT: Live Subtitling with Speech Recognition: Causes and Consequences of Text Reduction

WHY: This academic paper provides on an overview of HCI applied to interlingual live subtitling. The aim is to understand how much the role of technology can impact these practices in terms of accuracy.

WHERE: Classroom or self-study

DURATION: 11 pages

WHO: Carlo Eugeni

35 The Communication Project – Proposal to ease written communication in international contexts

https://congresso.accademia-aliprandi.it/2017/07/01/the-communication-project-proposal-to-ease-written-communication-in-international-contexts/

WHAT: Guidelines to communicate in Plain Language in international contexts.

WHY: This document illustrate the guidelines produced by the Intersteno scientific committee to write or speak in Plain Italian and then it applies them to a text produced in different languages.

WHERE: Classroom or homework

DURATION: ca. 10 pages

WHO: Carlo Eugeni and Allen Rotz

36 Guidelines for easy-to-read materials

https://www.ifla.org/files/assets/hq/publications/professional-report/120.pdf

WHAT: Guidelines for easy-to-read materials

WHY: These guidelines have three main purposes: 1) to describe the nature of and the need for easy-to-read publications; 2) to identify the main target groups for these publications; and 3) to offer suggestions to publishers of easy-to-read materials and those organizations and agencies that serve persons with reading disabilities.

WHERE: Classroom or self-study

DURATION: 32 pages

WHO: International Federation of Library Association and Institutions (IFLA)

37 Information for All. European standards for making information easy to read and understand

https://www.inclusion-europe.eu/wp-content/uploads/2020/06/Easy-to-read-checklist-Inclusion-Europe.pdf

WHAT: Easy-to-read checklist

WHY: Checklist to make sure your document is easy to read

WHERE: Classroom

DURATION: 2 pages

WHO: Inclusion Europe

38 Easy Language – plain language – easy language plus : balancing comprehensibility and acceptability

https://library.oapen.org/handle/20.500.12657/42089

WHAT: Book about Easy Language – Plain language

WHY: This book shows how accessible communication, and especially easy-to-understand languages, should be designed in order to become instruments of inclusion. It examines two well-established easy-to-understand varieties: Easy Language and Plain Language, and shows that they have complementary profiles with respect to four central qualities: comprehensibility, perceptibility, acceptability and stigmatisation potential.

WHERE: Self-study

DURATION: 304 pages

WHO: Christiane Maaß

39 Ofcom's Code on Television Access

https://www.ofcom.org.uk/__data/assets/pdf_file/0020/97040/Access-service-code-Jan-2017.pdf

WHAT: Code on Television Access in the UK

WHY: This code sets outs the requirements on subtitling, sign language and audio description ('television access services') that apply to television services licensed in accordance with the Communications Act 2003, the Broadcasting Act 1996, or the Broadcasting Act 1990.

WHERE: Self-study

DURATION: 26 pages

WHO: Ofcom

40 The Reception of subtitles for the deaf and hard of hearing in Europe

https://www.peterlang.com/view/title/36324

WHAT: The Reception of subtitles for the deaf and hard of hearing in Europe. UK, Spain, Italy, Poland, Denmark, France and Germany

WHY: This is the first volume to deal specifically with the quality of subtitles for the deaf and hard of hearing (SDH) in Europe, with contributions from the UK, Spain, Italy, Poland, Denmark, France and Germany. Drawing on the results of the EU-funded project DTV4ALL, the book looks at the issue of quality in the reception of SDH in Europe as a combination of three factors: what viewers think about SDH, how they understand these subtitles and how they view them.

WHERE: Self-study

DURATION: 381 pages

WHO: Pablo Romero Fresco (Peter Lang)

41 Negotiating quality assessment in media accessibility: the case of live subtitling

http://www.investigo.biblioteca.uvigo.es/xmlui/handle/11093/2225

WHAT: Negotiating quality assessment in media accessibility: the case of live subtitling

WHY: This paper aims to provide an account of how the assessment of quality in MA may be negotiated across researchers, regulators, companies and users. Taking as an example the use of the NER model to assess live subtitling quality, it focuses on what each party needs to do and compromise on, so that a consensus can be reached and quality in MA can be assessed. It covers firstly the role played by researchers, who are normally expected to develop rigorous models of assessment while, at the same time, ensuring that they are transferable to the industry.

WHERE: Self-study

DURATION: 11 pages

WHO: Pablo Romero Fresco

42 How to implement live subtitling on TV settings

http://ka2-ilsa.webs.uvigo.es/guidelines

WHAT: Guidelines on making television broadcasts accessible to hard of hearing and deaf people as well as foreigners

WHY: This document is addressed to TV broadcasters, accessibility managers and anyone who wishes to make their TV broadcasts accessible.

WHERE: Self-study

DURATION: 24 pages

WHO: ILSA project.

43 How to implement speech-to-text interpreting in live events

http://ka2-ilsa.webs.uvigo.es/guidelines

WHAT: Guidelines on implementing speech-to-text interpreting in live events

WHY: This document is addressed to live event organisers, accessibility managers and anyone who wants the event they organise to become more accessible. The aim of this document is to help you add live titles to your event in order to provide the maximum possible benefit to your audience.

WHERE: Self-study

DURATION: 23 pages

WHO: ILSA project.

44 How to implement speech-to-text interpreting in educational settings

http://ka2-ilsa.webs.uvigo.es/guidelines

WHAT: Guidelines on implementing speech-to-text interpreting in educational settings

WHY: This document is addressed to accessibility managers at higher education institutions, university decision makers, lecturers and anyone who wants higher education to become more accessible. It aims to help implement speech-to-text interpreting at higher education institutions.

WHERE: Self-study

DURATION: 23 pages

WHO: ILSA project.

45 Fostering access for all through respeaking at Live Events

https://jostrans.org/issue33/art_moores.pdf

WHAT: Respeaking at Live Events

WHY: This article explores how respeaking can be introduced to complement current access provision at unscripted or partially scripted events. Through close collaboration with users and providers, respeaking is shown to be a viable way of providing access for deaf, deafened and hard of hearing audience members in this new sector: access that a wider audience is also likely to benefit from.

WHERE: Classroom or self-study

DURATION: 36 pages

WHO: Zoe Moores

46 Ensure that subtitles are easy to read

http://universaldesign.ie/technology-ict/archive-irish-national-it-accessibility-guidelines/digital-tv-equipment-and-services/guidelines-for-digital-tv-equipment-and-services/subtitles-for-people-who-are-deaf-or-hard-of-hearing/ensure-that-subtitles-are-easy-to-read/

WHAT: Ensure that subtitles are easy to read

WHY: Basic directions and techniques to ensure that subtitles are easy to read for all viewers

WHERE: Classroom or self-study

DURATION: ca. 5 pages

WHO: Centre for Excellence in Universal Design

47 European Commission Speech Repository

https://webgate.ec.europa.eu/sr/

WHAT: European Commission Speech Repository
WHY: Train how to cope with speech related challenges with different levels and different thematics.

WHERE: Classroom or homework

DURATION: Unlimited depending on the exercise.

WHO: European Commission

4   Recommended exercises

All Units have exercises. You can find the exercises in the PowerPoint files.

5   Recommended readings for trainees

We recommend you share the reading list of this unit with your trainees.

You can download the Reading list here: https://ltaproject.eu/.

6   Assessment

The assessment methodology of this Unit includes:

A pre-assessment. The pre-assessment test can be taken at the ECQA platform:

http://ecqa.org/

A peri-assessment. The peri-assessment is an assessment that takes place during the learning process of the course: after a general unit, or after each Element of technique specific units. By doing this, you or your trainer can evaluate your progress before the completion of the unit. Section 6.1 down below includes some questions provided by the LTA partners.

A post-assessment. The post-assessment takes place after the course. If you have not used the assessment questions in section 6.1, you can use them for this purpose, i.e., to evaluate your knowledge and skills upon completion of the whole course.

ECQA-Intersteno certificate exam. On top of a trainer's guide, exercises and assessment questions, the LTA consortium has also created an internationally-recognised certificate that a professional can obtain as a proof of their acquired skills in any of the above working contexts.

The exam questions for the certificate are only available on the ECQA platform. The exam includes questions from Unit 1 to 4 and from Unit 5 or 6 depending on your specialization. We recommend you take the exam upon completion of the LTA course. The LTA materials are aimed at training professionals in real-time intralingual subtitling, through respeaking or velotyping, for the following working contexts:

- TV subtitling
- conference subtitling, or speech-to-text interpreting;
- parliamentary subtitling;
- personalised access in daily life (school, work, public administration…).

The certificate will follow these steps to be taken through the ECQA platform:

- Multiple-Choice Questionnaire (MCQ): the candidate answers to questions related to LTA learning outcomes, by selecting the correct answer from a list;
- MARS test: through an online software, the candidate listens to a speech and transcribes it verbatim as accurately and rapidly as possible;
- Oral exam: the candidate discusses – face to face or online – topics related to the profession with the certificate committee. ECQA refers to this part of the exam as "focus group".

These steps are to be taken in the above order, but do not need to be taken at the same time. The candidate – a professional or a student – must take them individually, either the same day or over a set period of days after having passed the MCQs.

Upon request from a educational institution, association or single trainers, ECQA will set up a certification session by gathering internationally-recognised experts in the field the certification is required, in collaboration with the International Federation for Information and Communication Processing INTERSTENO. The committee will prepare the certification materials and monocratically assess the results.

Peri-assessment questions for the peri-assessment

This section provides questions for self-assessment. This self-assessment can be used by both: trainers in order to activate and test trainees' previous knowledge at the beginning of the course, and trainees who are willing to use the training materials auto-didactically.

Element 1. LO1

1. Accuracy in real-time intralingual subtitling...

   a) is a word-by-word transcription of the oral text provided by the speaker(s)

   b) can be challenging specially if different speakers speak at the same time

   c) can be easily provided

Element 1. LO2

2. Speaker identification in real-time intralingual subtitling...

   a) can only be provided using colours

   b) can only be provided using labels

   c) can be provided using different techniques such as colours, labels or arrows depending on the country and working context

Element 1. LO3

3. Real-time intralingual subtitlers have to deliver…

   a) The original message of the speaker without losing key information

   b) Verbatim subtitles

   c) Sensatim subtitles

Element 2. LO1

4. To develop specific thematic knowledge real-time intralingual subtitlers…(Multiple answers are possible)

   a) a) should search for terminology related to the thematic area of the speaker's speech

   b) b) is not part of the real-time intralingual subtitler's job

   c) c) reduces the cognitive load on real-time intralingual subtitlers

Element 2. LO2

5. Terminology preparation…

   a) is a waste of time

   b) is just a list of terms

   c) is important for identifying unfamiliar terms and concepts that may appear in the speaker's speech

Element 2. LO3

6. Specific glossaries in real-time intralingual subtitling…

   a) are always provided by the job provider/company

   b) need to be developed previous to the job

   c) are not needed

Element 3. LO1

7. When listening and speaking at the same time …

   a) Real-time intralingual subtitlers always know in advance when they need to omit, condense or reformulate information

   b) There are no exact rules as to when to condense and reformulate, or when to omit.

   c) Real-time intralingual subtitlers always provide long and complicated sentences

Element 3. LO2

8. Plain Language strategies in real-time intralingual subtitling…

   a) Prefer active form

   b) Do not use punctuation

   c) Prefer long and complicated sentences

Element 3. LO3

9. In the TV broadcasting context, to adjust delay in real-time intralingual subtitling…

   a) Some broadcasters delay their signal, something which is known as antenna delay.

   b) TV broadcasters use automatic subtitling without postediting

   c) All broadcasters delay their signal, something which is known as antenna delay broadcasters do not offer subtitles

6.1 Keys to the peri-assessment questions

This section provides the keys to the peri-assessment, ordered by Elements.

Key: 1 b, 2 c, 3 a, 4 a+c, 5 c, 6 b, 7 b, 8 a, 9 a.

6.2 Can I skip the unit?

We recommend to take the self-assessment test at the ECQA platform.

7 ECQA Certification and compliance

This Unit is part of the ECQA-Intersteno certificate.

8 References to this guide

CEDEFOP (2017). Defining, writing and applying learning outcomes - A European handbook. Retrieved 06/07/2019 from: https://www.cedefop.europa.eu/en/publications-and-resources/publications/4156

Kennedy, D. (2007). Writing and using learning outcomes: a practical guide. Retrieved 06/7/2019 from: https://cora.ucc.ie/bitstream/handle/10468/1613/A%20Learning%20Outcomes%20Book%20D%20Kennedy.pdf?sequence=1#page=26&zoom=auto,-5,487

Sheffield Hallam University. (2015). How to write learning outcomes. Retrieved 06/07/2019 from: https://academic.shu.ac.uk/assessmentessentials/wp-content/uploads/2015/09/How-to-write-Learning-outcomes-2015.pdf

9 Disclaimer, acknowledgement and copyright information

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10 Additional metadata[3]

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Version	FINAL
Description of resource	Trainer's Guide for Unit 2
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Author/Contributor	UAB, SDI
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[3] The scheme used is an adaptation of the format provided by the EU project 2014-1-DE01-KA203-000679